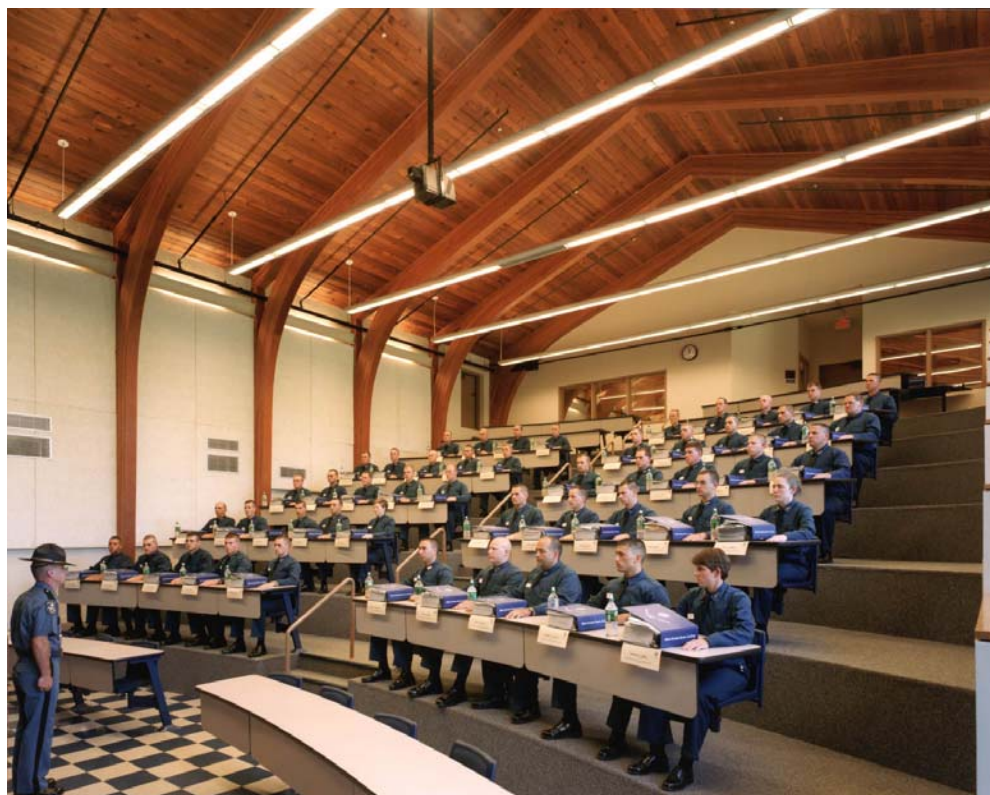


# Maine Criminal Justice Academy

## Instructor Handbook



Revised: March, 2006

Maine Criminal Justice Academy  
Instructor Handbook



John Elias Baldacci  
Governor

STATE OF MAINE  
*Department of Public Safety*  
**MAINE CRIMINAL JUSTICE ACADEMY**  
15 Oak Grove Road  
Vassalboro, Maine 04989



Michael P. Cantara  
Commissioner

John B. Rogers  
Director

**Message From the Director**

March, 2006

On behalf of the Academy Board of Trustees, the Commissioner of Public Safety, myself and the entire Academy staff, we are pleased to welcome you as part of our instructional team. Instructors in Academy programs perform a vital function. Without you, we would not be able to meet the statutory obligations and the instructional needs of our students. Your assistance enables us to offer courses that could otherwise be impossible to deliver with our limited budget and staff, and we truly appreciate it!

Annually, volunteer Academy instructors present about 484 programs and/or classes statewide and donate about 15,000 hours of classroom instruction. These courses are taught in the Basic Law Enforcement Training Program (BLETP), the Basic Corrections Program (BCOR), the Law Enforcement Pre-service Course (LEPS), Academy in-service training and regionally in the 8 Training Districts.

Our long term goal is to incorporate "**adult learning principles**" into as many programs and/or classes being taught as possible. We have redesigned the Methods of Instruction Course and are offering remedial training in these new teaching techniques to veteran instructors. We hope this will enable the Academy to have all lesson plans written and taught in a uniform manner.

Again, I want to thank all of you for your dedication to the profession and to the Academy.

John B. Rogers, Director  
Maine Criminal Justice Academy

## Table of Contents

	Page(s)
Letter from the Director .....	1
Vision and Values of the Academy .....	3
Adult Learning Styles .....	4
Characteristics of Adult Learners .....	5
Instructor Responsibilities .....	6
Professional Conduct .....	7
Audio Visuals .....	8
Copyrighted Materials .....	9
Student Disciplinary Code .....	10-15

## Vision & Values of the Academy

### Vision

The Maine Criminal Justice Academy serves the people of Maine by promoting the highest level of professional standards and performance through the training of criminal justice personnel.

To achieve this we shall strive to:

- Merit public confidence in the criminal justice system;
- Provide high quality training;
- Promote a work environment of mutual respect, support and trust;
- Advance policies and procedures developed in the interest of public safety and service;
- Encourage cooperation and coordination among criminal justice agencies

### Values

We in the Criminal Justice Academy value...

#### *..Integrity*

In order to merit public confidence, we need to be diligent, understanding, and maintain high ethical standards.

#### *..Continuous Improvement*

We vigorously strive for excellence and continuously seek to improve the quality of our standards.

#### *..Teamwork*

We promote teamwork by encouraging each individual member of the staff to foster:

- Open and honest communication;
- Trust and respect;
- Loyalty to the organization.

#### *..Accountability*

Working responsibly to understand the needs of criminal justice agencies and the public.

#### *..Awareness*

A sensitivity to the competing demands of family, work, friends, and our mental, physical and emotional health.

## Adult Learning Styles

There are many theories related to how adults learn. It is important for the instructor to recognize that not all adults learn the same. There are three major learning styles which are described below. Instructors should be aware of the various learning styles and design their lesson plan to reach all students.

**Learning Styles** Here are some of the main learning styles. Most people are predominantly one type of learner, but usually they can adapt to another style. Learners do tend to look for their preferred style in each learning situation because they associate that style with learning success.

LEARNING STYLE	CHARACTERISTICS	INSTRUCTOR STRATEGIES
VISUAL LEARNERS	<ul style="list-style-type: none"><li>process new information best when it is visually illustrated or demonstrated</li></ul>	<ul style="list-style-type: none"><li>graphics, illustrations</li><li>images</li><li>demonstrations</li></ul>
AUDITORY LEARNERS	<ul style="list-style-type: none"><li>process new information best when it is spoken</li></ul>	<ul style="list-style-type: none"><li>lectures</li><li>discussions</li></ul>
KINESTHETIC LEARNERS	<ul style="list-style-type: none"><li>process new information best when it can be touched or manipulated</li></ul>	<ul style="list-style-type: none"><li>written assignments, taking notes</li><li>examination of objects</li><li>participation in activities</li></ul>

## Characteristics of Adult Learners

There are also characteristics of adult learners that have been identified from the various learning theories. It is important to be aware of these characteristics when structuring a learning environment for adults.

Adults:

1. are motivated to learn for a variety of personal and social needs.
  - *Instructors should be aware that there may be different needs for each student.*
2. will learn best in an environment with few interruptions so that they can stay focused on the information being presented.
  - *Instructors should schedule training in an appropriate environment for the topical area.*
3. need meaningful experiences that bolster confidence and self-esteem.
  - *Instructors should provide feedback and positive reinforcement.*
4. need an opportunity for active participation. This increases motivation, adaptability and pace of learning.
  - *Instructors should plan a variety of experiences to encourage participation. If appropriate, allow the students to assist in the planning or leading of these experiences.*
5. will learn best if material is well organized and presented in a manner that is not condescending to adults.
  - *Instructors should be careful not to “talk-down-to” students.*
6. learn best when learning experiences are problem-centered and they can use experience-centered responses.
  - *Instructors must take into account the uniqueness of each student.*
7. need feedback as to their learning progress.
  - *Instructors should provide continuous feedback as appropriate to each student.*
8. have a great deal of life experiences from which they can draw parallels to new information.
  - *Instructors should provide a learning environment that allows for the sharing of these experiences.*
9. perceive themselves as self-directing, responsible, mature and independent learners.
  - *Instructors should foster an environment of openness and mutual respect.*

## Instructor Responsibilities

1. Remain “*currently knowledgeable in your area of expertise*” through practical experience and continued on-the-job knowledge.
2. Develop and use current lesson plans.
3. Be thoroughly prepared at all times.
4. Assume the proper attitude. Gain and keep control of the class.
5. Ensure that all the objectives set forth in the lesson plan are thoroughly covered.
6. Avoid a monotone presentation. Good speech techniques, eye contact and clear articulation of the materials can assist in avoiding this behavior. Use normal conversational tone and identify students by name whenever possible.
7. Move from point to point smoothly, with connected meaningful transitions. This can be done by asking questions, recalling specific experiences, referring back to training objectives and frequent summary of the material.
8. Instructors should refrain from constantly telling “war stories” in lieu of teaching lesson plan materials. Experiences related to a teaching point are appropriate if not overused.
9. Be conscious of posture and appearance. Avoid teaching to the projection of the training aid, or to the flip chart.
10. There is no substitute for a physically vital and enthusiastic delivery of the presentation.
11. Enthusiasm is contagious. It is clearly evident to students when the facilitator is sincerely interested in the material being presented to the learners. If an instructor can convey this enthusiasm, the student will develop a more favorable positive attitude about the training experience, making it successful.

## Professional Conduct

All Academy instructors must recognize the responsibility they have as role models to students in their charge. Ethics and integrity are cornerstones on which criminal justice agencies are built. To maintain and promote high ethical standards, the Academy has adopted the following standards of conduct for its instructors:

1. Instructors shall conduct themselves at all times in a manner that does not damage or have the likely result of damaging or bringing the public image, integrity, or reputation of the Maine Criminal Justice Academy, Academy Staff, fellow instructors, their agency or themselves into discredit or disrepute.
2. Instructors will follow all safety protocols established by the Academy. Instructors shall not intentionally harm students' physical or mental well-being.
3. As representatives of criminal justice agencies or related professions, instructors will conduct themselves in a manner that will bring credit to their profession. Instructor behavior will reflect good taste, courtesy, consideration and respect for the rights and privileges of fellow instructors and students, the Maine Criminal Justice Academy staff, and the local community.
4. Dishonesty, untruthfulness, profanity, promoting personal business interests, or discourtesy will not be tolerated.
5. Any conduct detrimental to the efficiency, safety or discipline of the Academy or other facilities, whether or not specifically stated in this Instructor's Handbook, is prohibited.
6. Instructors will conduct classes to the best of their abilities to avoid unnecessary risk of physical, mental, or emotional harm.
7. Instructors will conduct classes in which their behavior is respectful of diversity and does not include horseplay, or any form of harassment.
8. **Instructors will not give away specific test questions and their answers.**
9. Instructors will dress appropriately to Academy standards which include: classroom attire of their agency uniform, business dress or appropriate clothing and safety gear for skills and/or scenario training.
10. Instructors will respect and insure student respect and care of Academy equipment and property as well as other equipment and property used during the course of training and instruction.
11. Instructors will use Academy approved objectives and lesson plans where available.
12. Instructors shall coordinate visual aid needs, equipment, handouts and other material needed for their course in advance of their instruction with the MCJA training coordinator assigned to the program.
13. Recognizing that the Academy promotes lifetime fitness, **instructors will not use any tobacco product** at the Academy or at any Academy sanctioned training event.
14. In the event of a fire alarm, instructors will evacuate the class according to the posted evacuation plan unless instructed otherwise by an Academy employee.



## Audio Visuals

The importance of using audio-visual materials in training presentations is undisputed. There are, however, some critical considerations. First, visual aids should be used prudently to enhance the lesson. Audio-visual aids alone are not a substitute for delivery methods that may be necessary to meet the learning objectives. Second, any training aid must be designed correctly, be accurate and consistent with the overall lesson. Additionally, the instructor must be proficient in the operation of the equipment necessary to use the various media.

In evaluating the appropriateness of audio-visual usage, instructors should ensure that they do the following:

1. Select an aid that will supplement specific instruction. Do not select the aid, and then build the instruction around the aid. The aid should be prepared or selected after the instructor has determined the knowledge or skills to be conveyed to the class.
2. Select an aid that is reasonable and usable. The instructor should carefully examine all types of training aids which are available and then select one(s) which is suitable, convenient, and inexpensive. The wrong aid may detract rather than add to the instructor's lesson.
3. Prepare for the use of the aid and be certain it is operational prior to your instruction.
4. Have the aids arranged in a logical manner to prevent its untimely use. Lesson plans prepared in advance should have a notation as to when each aid will be used.
5. Display instructional aids so they can be seen by all students. The finest aid is of no value if it cannot be seen clearly by all students.
6. ***Don't let the aids dominate the lesson. Aids are to assist, not to replace the instructor.***
7. Display aids smoothly. Instructors should try not to use too many aids, thus spending much time changing from one aid to another. Instructors should practice using the aids to avoid embarrassing mistakes.
8. Remove the aid when the purpose has been accomplished.
9. All Academy training aids should be returned to the responsible Academy training coordinator upon conclusion of the class.

## Visual PowerPoint Presentations

PowerPoint presentations should be created using Microsoft's PowerPoint software and stored on CD. Laptops are available for Academy instructors. However instructors wishing to use an Academy laptop, MUST advise the program Training Coordinator in advance to ensure one is available.

**NOTE: *PowerPoint slides are a supplement to delivery efforts and do not serve as a substitute for any text materials contained in lesson plans.***

Instructors wishing to provide students a copy of their PowerPoint presentation should format the handout with 6 slides per page for photocopying.

## Copyrighted Materials

### Copyright in Education

In general copyrighted materials may not be used without the permission of the holder of the copyright. There is an exception for educational purposes referred to as "Fair Use."

#### *What is "Fair Use?"*

In using works for educational purposes, the most commonly relied upon exception to copyright use restrictions is "fair use." The [fair use exception \(17 U.S.C. 107\)](#) is a four-factor test that balances the rights of copyright owners in their creations against the public interest in the free exchange of ideas. The four factors are:

1. *The character of the use.* For example, nonprofit, personal or educational use are generally factors in favor of fair use, particularly if the use is for such things as criticism, commentary, news reporting, parody, or some other "transformative" use. However, any commercial use would usually favor requiring permission from the copyright owner.
2. *The nature of the work to be used.* Facts and published works tend to again weigh in favor of fair use. Imaginative and unpublished works are more likely to require permission to use.
3. *How much of the work is used.* This factor also requires some judgment. For example, a nonprofit educational institution copying of an entire article from a journal for students in a class would lean towards fair use; but a commercial copy shop would tip the balance towards obtaining permission for the same copying. Similarly, commercial publishers often have stringent limitations on the length of quotations, while a student writing a paper for a class assignment could reasonably expect to include lengthier quotes.
4. *The effect of the use on the market for the work.* This really asks the question: "If the use was widespread, and the use was not fair, would the copyright owner be losing money?" In essence, could the use avoid the payment of royalties in an established permissions market?

Use of a copyrighted work need not satisfy all four factors to qualify as fair use; rather, the factors favoring fair use must outweigh the factors favoring obtaining permission.

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**MAINE CRIMINAL JUSTICE ACADEMY**  
**A Bureau of the Department of Public Safety**

**MCJA TRAINING PROGRAMS**

**STUDENT DISCIPLINARY CODE**

**PREAMBLE**

The Maine Criminal Justice Academy Student Disciplinary Code (the “Code”) is designed to promote the orderly and efficient training of students who receive training under the auspices of the Academy. The Code is promulgated to assure the safety of persons undergoing training, to protect the peaceful exchange of ideas, and to promote professionalism and orderliness consistent with good law enforcement and an efficient criminal justice system.

**ARTICLE I**

**Purposes**

**SECTION 1** Title 25, M.R.S.A. §2803-A authorizes the Board of Trustees of the Maine Criminal Justice Academy (the “Board”) to set training and certification standards for all law enforcement officers, set requirements for board-approved courses and prescribe curriculum and certify graduates of board-approved courses.

**SECTION 2** The Board concludes that the foregoing statutory provision authorizes the Board to establish standards of student conduct and the procedure for enforcing such standards.

**SECTION 3** It is the purpose of this Code to promulgate standards of student conduct and the procedure for enforcing such standards, to be known as the “Student Disciplinary Code” for the Maine Criminal Justice Academy.

**SECTION 4** This Code shall apply to all students attending any on-site or off-site Maine Criminal Justice Academy Program, which include: all In-service Programs, the Basic Corrections Program, or the Preservice Law Enforcement Programs in accordance with 25 M.R.S.A., chapter 341, with the exception of the Basic Law Enforcement Training Program approved by the Board in accordance with 25 M.R.S.A. § 2804-C (“BLETP”), which has a separate disciplinary code, entitled Cadet Disciplinary Code.

**SECTION 5** The fact that the Academy may take disciplinary action is not intended to affect or influence the ability of the student’s employer or any appropriate civil or law enforcement authority to take disciplinary or enforcement action. The student remains subject to prosecution for violation of any applicable laws.

## ARTICLE II

### Sanctions

**SECTION 1 General.** No student may be dismissed or suspended for disciplinary reasons except in accordance with the provisions of this Code. The following sanctions may be imposed for violation of the Academy Standards of Conduct, which are set forth in Article III of this Code.

**SECTION 2 Denial of Privileges.** Minor infractions of the Rules and Regulations of the Academy, Standards of Conduct of this Code, directives, and staff orders may result in denial of privileges. Such a sanction may be imposed in conjunction with written or oral reprimands.

**SECTION 3 Oral Reprimand.** A student may receive a verbal reprimand by the Training Coordinator pursuant to the procedures outlined in Article IV for violation of the Standards of Conduct of this Code and the rules and regulations of special training.

**SECTION 4 Written Reprimand.** A student may receive a written reprimand by the Training Coordinator pursuant to the procedures outlined in Article IV for violation of the Standards of Conduct of this Code and the rules and regulations of special training.

**SECTION 5 Suspension.** A student suspended from the Academy shall leave the premises of the Academy and shall not participate in any activity conducted under the auspices of the Academy, except such activities as are open to the general public, and shall not have any privileges of a student. For purposes of the application of this Code, however, he/she shall be regarded as a student, though suspended. At the expiration of the period of suspension, either at the point in time of the course from which he/she was suspended or the beginning of the next training course as determined by the Director of the Academy on the application of such student, he/she shall be automatically reinstated as a student in good disciplinary standing provided he/she has not been found, in the meantime, to have further violated one of the Standards of Conduct of this Code.

**SECTION 6 Dismissal.** A student dismissed from the Academy shall leave the premises of the Academy and shall no longer be a student of the Academy. In order to become a student again, a person must submit a new application for admission.

## ARTICLE III

### Standards of Conduct

**SECTION 1 General.** Conduct promoting public respect and self-esteem is an essential quality for an effective criminal justice professional. Students are expected to practice and demonstrate such conduct to a high degree while enrolled in an Academy training program. Compliance by all students with the Standards of Conduct will enhance this quality. Such compliance is required and any violation will be the subject of appropriate disciplinary action, up to and including dismissal from the Academy.

**SECTION 2 Criminal Misconduct.** Violation of any criminal law at any time or place is deemed a very serious breach of the Standards of Conduct of this Code. Any student in any MCJA training program against whom criminal charges have been filed in court may be suspended pursuant to Article IV by the Director from further attendance in or at an Academy program pending resolution of the criminal charge. Conviction of a criminal offense will result in appropriate disciplinary action, and may result in dismissal of the student.

**SECTION 3 Ethical Violations.** Ethical standards are essential standards of integrity to which every criminal justice professional should aspire. Ethical Violations represent an **EXTREMELY SERIOUS INCIDENT** of misconduct that may result in termination from the Academy, or in appropriate cases, a period of probation and/or other punishment. The acts of **lying, plagiarism, stealing** and **cheating** are considered ethical violations of the Code. The following definitions are pertinent to the Academy's Ethical Violations:

- A. Lying** is stating an oral or written untruth with the intent to deceive.
- B. Plagiarism** is to knowingly use unauthorized assistance in submitted work designated to represent one's own efforts.
- C. Stealing** is to take, obtain or withhold property or anything of value wrongfully from the owner with the intent of permanently or temporarily depriving the owner of its use or possession.
- D. Cheating** is to deceive by trickery, to mislead, to elude, or to act dishonestly.  
Examples include:
  - Looking at another student's answer sheet or test papers.
  - Copying another student's answer.
  - Having another student do an assignment.
  - Talking without permission to another student, anytime, during an examination.
  - Writing any information before, during, or after the exam on desktops, booklets, hands, etc. Use of scratch paper for mathematical computations is acceptable if authorized by the exam proctor.
  - Having any unauthorized information at the student's disposal such as notes, books, etc., that is relevant to the examination without permission.
  - Having access to examination questions and answers prior, during, or after a test, and before the grading of the exam.

**SECTION 4 Failure to Comply with Directives.** Students must obey all applicable directives as outlined in the rules and regulations in the Special Training programs. Additional directives may be presented and explained by the staff. Failure to comply with directives will result in appropriate disciplinary sanctions, and may result in dismissal of the student.

**SECTION 5 Unprofessional Conduct.** Students attending any Academy program are expected to conduct themselves professionally. Harassment of any person, hazing, profanity, discourtesy, rudeness, impoliteness and the like are unprofessional conduct for criminal justice professionals. Unprofessional conduct will result in appropriate disciplinary sanctions and may result in dismissal of the student.

**SECTION 6 Sexual Harassment and Discrimination.** Sexual Harassment and discrimination based on race, color, sex, religion, age, national origin, sexual orientation or disability are prohibited. Any form of sexual harassment or discrimination will not be tolerated at any Academy programs.

Examples of prohibited harassment and discrimination include, but are not limited to:

- A. Unwelcome sexual advances or contact, gestures, suggestive or lewd remarks;
- B. Verbal abuse such as offensive racial, ethnic, or sexual threats or comments, physical overtures, or any type of pressure to engage in sexual activity;
- C. Offensive jokes; and
- D. Ridicule, slurs, derogatory action or remarks.

Students may report incidents of discrimination or harassment to any member of the Academy staff or the Department of Public Safety's Personnel Officer located at 45 Commerce Drive, Suite 1, Augusta, Maine 04333-0104 or by telephone at 626-3814. Discrimination against or harassment of any person will result in appropriate disciplinary sanctions, and may result in dismissal.

**SECTION 7 Application of Sanctions to Standards of Conduct.** The specification of a possible sanction under each of the Standards of Conduct in this Code is not intended to be exclusive; the range of sanctions remains available. Each case will be considered individually, with due regard given the nature of the violation and the history of the student.

## ARTICLE IV

### Procedures

**SECTION 1 General.** Any person may report a student for a violation of the Standards of Conduct to any member of the Academy staff. Minor violations will normally be addressed by oral or written reprimands. More serious and repeated violations will result in suspension or dismissal. The Disciplinary Officer referred to in this Code shall be the Assistant Director or other designee appointed by the Academy Director.

**SECTION 2 Oral Reprimand.** Disciplinary action in the form of an oral reprimand by the Training Coordinator to a student is subject to review by the Disciplinary Officer. Written notification of an oral reprimand will be provided to the student and the student's sponsor.

**SECTION 3 Written Reprimand.** Disciplinary action in the form of a written reprimand by the Training Coordinator to a student is subject to review by the Disciplinary Officer. The written reprimand shall include a notation of the nature, time, place of the violation and the sanction. The original will be given to the student and the student's sponsor, and the Disciplinary Officer for entry in the students record. Notification of the written reprimand shall be given to the Academy Director.

- A. The student may appeal this action by submitting a written request to the Disciplinary Officer within twenty-four (24) hours after receiving such reprimand.
- B. Within three (3) working days after receiving the requested appeal, the Disciplinary Officer shall hold an informal hearing on this appeal, attended by the reprimanded student, the Training Coordinator issuing the reprimand and any witnesses desired by the Training Coordinator or student.
- C. Upon conclusion of this informal hearing, the Disciplinary Officer shall notify the student and the student's sponsor of his/her decision. The decision shall be final and noted in the student's record.

#### **SECTION 4 Suspension or Dismissal.**

A. Preliminary Investigation and Recommendation for Hearing. Upon receipt of information that a student may have committed a violation of the Standards of Conduct of this Code that could result in suspension or dismissal, the Disciplinary Officer shall immediately conduct an informal preliminary investigation of the matter. If satisfied that there is reasonable cause for either suspension or dismissal of the student, the Disciplinary Officer will submit a written report of the investigation specifying the nature, time and place of each violation alleged and the names of witnesses accompanied by all or any written statements and exhibits of such offense to the Academy Director with a recommendation that a hearing being convened on the alleged violation(s).

B. Action by the Academy Director. If the Academy Director concurs in the recommendation of the Disciplinary Officer, the Director will notify the Chair of the Board of Trustees to schedule the matter for hearing. In the meantime, the Academy Director may, for good reason, suspend the student pending hearing. The Academy Director may have good reason to suspend the student pending hearing based on such considerations as the health and safety of the accused cadet, other cadets, and/or staff, and the need to conduct training without disruption. If the Academy Director concludes that no violation has occurred, the Director may dismiss the matter. If the Academy Director concludes that the alleged violation is not sufficiently serious to warrant suspension or dismissal, the Director may refer the matter to the Training Coordinator for an oral or written reprimand.

C. Hearing. If the Academy Director concurs with the recommendation to refer to the matter to the Board of Trustees, the Director shall notify the Chair of the Board who, in turn, will appoint three members of the Board to serve as a hearing panel. The Director shall provide the accused student with a written statement of the charges and the time and place of the hearing at least 48 hours prior to the time of such hearing. The panel shall conduct the hearing in accordance with the Maine Administrative Procedure Act and applicable Department of Public Safety Rules regarding administrative hearings.

D. Decision after Hearing. The panel shall issue a written decision no later than two working days after conclusion of the hearing. The decision shall include findings of fact sufficient to advise the student of the basis for the decision, shall be mailed or provided in hand to the student, and shall apprise the student of the right of appeal pursuant to 5 M.R.S.A. § 11001.



**SECTION 5 Attendance at the Academy Subsequent to Suspension or Dismissal.** A dismissed student, or a student unable to complete a course due to a suspension, may apply for admission to a subsequent Academy course. Any statement of the applicant on the “Background Standard for Admission to and/or Certification,” on an application, or in a request for admission or enrollment must be accompanied by a statement disclosing the date and nature of the prior violation and the sanction imposed. Prior disciplinary action may provide grounds for denial of admission, and will be considered to the extent permitted by law. The Academy Director or his/her designee shall advise the applicant in writing of the decision to deny admission to the Academy. The decision shall reflect the Academy Director’s or his/her designee reasoning in a manner sufficient to inform the applicant of the basis for the decision.

**SECTION 6 Appeal of Denial of Admission.** An applicant who has been denied admission based all or in part on disciplinary action imposed while the applicant was previously enrolled at or attending the Academy may appeal such decision to the Board of Trustees by delivering a written notice of appeal to the Academy Director no later than ten (10) working days after receipt of written notice of the decision denying admission. The notice of appeal should include a copy of the written decision of the Academy Director and a complete statement of the reasons the applicant disagrees with the decision of the Director.

A. Within two (2) working days of receipt of a copy of the written notice of appeal, the Academy Director shall transmit to a three-member panel of the Board appointed by the Chair of the Board a copy of the written decision, copies of any evidence relied on, the notice of appeal, and any materials submitted by the applicant in support of the appeal.

B. Within thirty (30) working days of receipt of the materials transmitted by the Academy Director, the panel shall review the materials and issue a written decision. The panel may affirm the decision of the Academy Director; remand to the Director for additional findings of fact; or vacate the findings of the Director and admit the applicant. The decision shall reflect the panel’s reasoning and advise the applicant of any right of appeal.

Moved by: Linda Smithers  
Seconded by: Richard Harburger  
Voted Unanimously by the Board of Trustees  
Date: 05/05/2006